

Research Festival – 2019 Edition



Sidnei Werner Woelfer – PhD Candidate
MA Candidate Contributors:
Marcos Cordova, Natália Coelho and Thaís Rohden

The Research Festival is an open, public event, in which PPGI master's candidates present the current state of their readings and research projects. It is a mandatory curriculum requirement and therefore constitutes a condition for completing the course.

Traditionally organized by the MA students, the event is a result of studies on academic research and writing in English throughout the one-semester courses on *Pesquisa em Estudos Linguísticos*, for language studies candidates', and *Pesquisa em Estudos Literários e Culturais*, for literary and cultural studies candidates. The courses were respectively taught by **Prof. Dr. Lêda Maria Braga Tomitch** and **Prof. Dr. Alinne Balduino Pires Fernandes** who were also directly involved in the organization of the event.

The 2019 edition of the Research Festival took place on November 12th and 13th 2019 at *Sala Machado de Assis*, and at Room 311, CCE-B, UFSC and in both days opening lectures were given by renowned professors of each area. On the first day, **Prof. Dr. Marcos Morgado**, UFSC, delivered a lecture entitled **Performing Politics of Resistance in Brazilian Rap-Hip-Hop**. On the second, **Prof. Dr. Miriam Haughton**, NUI-Galway, Ireland, gave her speech on the topic **Anthropocene: Behind the Scenes in Ireland's Gig Economy**.

This edition of the event was organized by **Thaís Marina Martins Kayser Rohden** and **Jéssica Soares Lopes** (MA candidates on language studies), and by **Marcos Neto Cordova**, **Marcelo Vinicius Trouillet** and **Jéssica Katherine Molgero Da Rós** (MA candidates on literary and cultural studies). Former PPGI students and current PhD candidates were also present and moderated discussions after the presentations which were organized in blocks according to their specific research lines. Check the presentations below:

Editorial Staff

Editors: Leonam de Andrade Neves e Luana Helena Uessler

Assistant editor: Marília C. Torres

Language studies

- **Caroline Santos:** Multimodal Analysis of Representations of Violent Masculinity in Video Games Antagonists/ Advisor: **Prof. Dr. Viviane Heberle**
- **Luana Uessler:** I Used to Pray to God Every Night to Keep My Hair Straight: an Appraisal Analysis of Black Brazilian Women's Narratives in Blogs Regarding Hair/ Advisor: **Prof. Dr. Débora Figueiredo**
- **Jéssica Lopes:** Just Like Animals: Visual Analysis of Speciesist Representations of Women in Music Videos/ Advisor: **Prof. Dr. Débora Figueiredo**
- **Eduardo Povedano:** The Feedback on Student Academic Writing Based on the Descriptors of the Common European Framework of Reference for Languages: an Analysis of its Impact/ Advisor: **Prof. Dr. Maria Ester Moritz**
- **Natália Coelho:** The Study Strategies Note-Taking and Summarizing in a Brazilian Public-School Context: the Effects on Students' Comprehension and Retention/ Advisor: **Prof. Dr. Lêda Tomitch**
- **Ricardo Wagner:** Vocabulary Acquisition Strategies through Reading Activities in the Public-School Context/ Advisor: **Prof. Dr. Lêda Tomitch**
- **Fabiana dos Santos:** Bridging the Gap between Working Memory Capacity and Anaphora Resolution: the Subject and Object Pronoun Cases/ Advisor: **Prof. Dr. Mailce Mota**
- **Bruno Ferreira:** An Investigation of the Interface between L1 Phonological Awareness and L2 Acquisition in Public-School Children/ Advisor: **Prof. Dr. Mailce Mota**
- **Brenda Mota:** Pronunciation Teaching to Raise Awareness about the Pronunciation of English Vowels/ Advisor: **Prof. Dr. Rosane Silveira**
- **Elisabeth Bunch:** The Effect of Perception Training with Synthetic and Natural Stimuli on BP Learners' Ability to Discriminate the English Vowels /æ- e/ Advisor: **Prof. Dr. Rosane Silveira**
- **Janaina do Rosário:** Foreign Language Vocabulary Acquisition: Using Mind Mapping Software/ Advisor: **Prof. Dr. Celso Tumolo**
- **Leonam Neves:** Using Digital Comics with EFL Learners for Vocabulary Development/ Advisor: **Prof. Dr. Celso Tumolo**
- **Paulo Piazza:** Professional Culture Mediation and Teaching Practices of Public-School EFL Teachers/ Advisor: **Prof. Dr. Adriana Dellagnelo**
- **Thaís Rohden:** Practice Teaching, Lesson Plans and After-Class Reports: a Sociocultural Analysis of the Developmental Process of Learning How To Be a Teacher/ Advisor: **Prof. Dr. Adriana Dellagnelo**

Literary and Cultural Studies

- **Jéssica Da Rós:** The Cyborg Figure and Memory: An Analysis of Neural Implants in the Science Fiction Series Black Mirror/ Advisor: **Prof. Dr. Alessandra Brandão**
- **Marcelo Trouillet:** Mirror Worlds: Ethnic and Cultural Representation in A Song of Ice and Fire/ Advisor: **Prof. Dr. Maria Rita Viana**
- **Marcos Cordova:** Nobody Never Seen Me Cry: Masculinity in My Name, Shall I Tell You My Name? by Christina Reid/ Advisor: **Prof. Dr. Alinne Fernandes**

Literary and Cultural Studies Research Festival

Jéssica K. Molgero Da Rós

On the 13th of November, students from the Literary and Cultural Studies presented their projects at the Research Festival. The event had the participation of Dr. Miriam Haughton, from the National University of Ireland - Galway, who opened the talks with an elucidating lecture entitled “The Artist in the Anthropocene: Behind the Scenes in Ireland’s Gig Economy”, in which she talked about her current research concerning the Anthropocene and the situation of theatre in Ireland. After Dr. Haughton’s lecture, I presented my research project, followed by my colleagues Marcelo Vinicius Trouillet and Marcos Neto de Cordova.

The experience of organizing the Research Festival along with my colleagues was very positive. It was a very special event given the fact that it was my first time presenting about the subject of my master’s ongoing research. Besides, having the opportunity to talk about my research and to receive questions and comments about it was great for my own development as a researcher. At the same time, it was a challenging task since we were still shaping our final projects, however, hearing the feedback not only from our professors but also from the colleagues was very helpful in those final moments of writing. Certainly, the experience of talking about the project, our objectives, and research questions is something that made me visualize my research in a better way.

One relevant aspect of the Literary and Cultural Studies is that students of this year have projects towards very different areas of study, which gave, in my opinion, a very rich atmosphere to our Research Festival. My project, presented under its title at the time “The Cyborg Figure and Memory: An Analysis of Neural Implants in the Science Fiction Series *Black Mirror*”, brings as objects of study three episodes of a series. Marcelo’s project, “Mirror Worlds: Ethnic and Cultural Representation in *A Song of Ice and Fire*”, focuses on a literary series, while Marcos’s project concerns a Northern Irish contemporary play, “Nobody Never Seen Me Cry: Masculinity in *My Name, Shall I Tell You My Name?* by Christina Reid”. The fact that each ongoing research was dealing with a different context made our event very rich in discussions; encompassing cinematic productions, a theatrical play, and a literary series.

The challenge of organizing it and trying to present all the studies done throughout the semester in a few minutes was something that certainly contributed to my future academic presentations. Besides, receiving questions and realizing that people know your object of study and are interested in your research is a huge encouragement to keep on the works that we proposed on those presentations, expecting to have our master’s thesis to present in the near future.

IV Jornada do Núcleo de Estudos Irlandeses da UFSC: Where Irish Literature, Theatre and History Meet

Eloísa Dall'Bello

The *IV Jornada do Núcleo de Estudos Irlandeses da UFSC*, organized by Beatriz Kopschitz Xavier Bastos, Alinne Fernandes, Maria Rita Drumond Viana, Ketlyn Mara Rosa, and Janaina Mirian Rosa took place at the Elke Hering auditorium, Biblioteca Central, on November 5th, 2019. “Where Irish Literature, Theatre and History Meet”, this year’s scope, counted on lectures by professors Page Reynolds (College of the Holly Cross) and Miriam Haughton (NUI Glaway), as well as with an interview with Irish playwright and journalist Colin Murphy.

In addition, post-graduate candidates presented their works, constituting a wide variety of discussions within the event’s thematic: Marcos Neto de Cordova, from the Post-graduate Programme in English, discoursed about the construction of masculinity in the play “The Plough and the Stars” by Séan O’Casey, whilst Cristiane Bezerra – from the Post-graduate Programme in Translation – presented her translation to Portuguese of Rosaleen McDonagh’s play “Rings”.

Poetry and short stories were also approached in the discussions; Vinicius Garcia Valim talked about Irish poetry of the Great War, whereas Elis Cogo discussed “The Dead” by James Joyce and its translations to Brazilian Portuguese, drawing a critical comparison of the several retranslations Joyce’s work has been through since the 1940s. More contemporary questions were also debated during the event: Eloísa Dall’Bello, PhD candidate at the Post-graduate Programme in English, approached the issues of multiculturalism and immigration in contemporary Irish theatre, discussing also the question of social agency as regards the immigrant characters in the play “Mushroom” by Paul Meade; professor Page Reynolds, one of the keynote speakers, delivered a clarifying speech on her research about recent Irish theatre and media forms.

The *IV Jornada do Núcleo de Estudos Irlandeses da UFSC* was an intense day of academic exchange and dialogue, and a very profitable opportunity to become acquainted with the research being carried out in the most diverse strands. I am very grateful for having been part of it and I am already looking forward to the next one!



Alumni Profile

Memoir

Sandra Mina Takakura

I am Sandra Mina Takakura, Doctor in Letters from São Paulo University (USP). I graduated in the Master's program at PPGI, UFSC, in Florianópolis, in 2003. Professor Doctor Sergio Prado Bellei, my supervisor at the MA Program, guided me through the path of research, instigating me to pursue an academic career.

The MA program at UFSC was very intense and changed my life forever and helped me become the professor I am today. I still remember every advice I received during the classes, and sometimes I realized that I provided my students with similar guidance.



I have a recollection of Professor Dr. Milléo and the instigating courses on Ero's poetry; Professor Dr. Corseuil and the fantastic discussions on cinema/transposition from literature to films; Professor Dr. O'Shea and his challenging lectures on Shakespeare and Performance; Professor Dr. Heberle and the Critical Discourse Analysis applied to a myriad of productions in distinct media; Professor Dr. Bellei and the complex literary theory classes; Professor Dr. Vanconcelos and the sophisticated contrast in translation studies; Professor Dr. Taglieber and her motherly discussions on readings; Professor Dr. Batista and the captivating lectures on Phonetics; and Professor Dr. Mota and her engaging discussions on Applied Linguistics, under the coordination of Professor Dr. Tomitch. It was a great honor for me to be a Master's Program student at UFSC in Florianópolis.

Being awarded an excellent opportunity to learn from a group of amazing professionals, I became prepared in every aspect to pursue an academic career. However, life is sometimes complicated, and I spent some years working at the Annex of the Consulate General of Japan in São Paulo. Having moved back to the northern region, I assumed the post as an Assistant Professor at the English Undergraduate Program at UEPA (Universidade do Estado do Pará) in 2011.

Nevertheless, I devoted myself to the literary field as a Master, finally graduating Doctoral Program in Letters from USP, in May 2019. My doctorate dissertation was on contemporary Brazilian neo-concrete and neo-baroque poet Arnaldo Antunes, centred on his style and creativeness in producing hybrid [non-] printed media/arts. The classes I attended at UFSC during the MA program helped me dealing with the aural and the visual aspects of poetry and the broad scope of media/arts.

Alumni Profile

I often share my experiences at UFSC, giving my testimony during my classes, motivating new students to pursue their career in the field.

My current interests are the fantastic and specular autofiction in distinct genres and media, and the contemporary genres/modes such as SF, fantasy and gothic in various media productions in the English language. Recently the Irish SF sparked my interest, mainly due to its hybrid generic aspects.

The complexity of intermedial phenomena instigated me to create a study group called GFIE (*Grupo de formação Intermedialidade e Estilo* - <https://gfie.hatenablog.com/>) and organize monthly discussion meetings. We devote our energies in the group, learning and sharing new media language, besides discussing the transnational questions, including works produced in Asia available in the English language.

I am very grateful to have had the opportunity to complete the MA Program at PPGI, UFSC. Thanks to that, I could come home to make a difference in my region.

An appraisal analysis of black Brazilian and African-American women's narratives in blogs regarding hair

Luana Helena Uessler

My name is Luana Helena Uessler, I am 22 years old, and I am a first-year (almost second!) M.A candidate at PPGI. Also, I am a member of *Núcleo de Estudos de Gênero Através da Linguagem (NUGAL)*. My advisor is Prof. Dr. Débora de Carvalho Figueiredo and I work with Critical Discourse Analysis. In my research, I investigate the intersections between hair, race, gender, and language within two afro-diasporic contexts: the Brazilian and the American. In this sense, I am interested in narratives produced by black women regarding afro (or Black) hair. The interest in this topic comes from my own personal history with my hair and the process of loving it during a capillary transition, going from a chemically straight hair to a natural Black hair. In this process, I started to read a lot and to consume a lot of online materials that are available on the topic. One of them is the great number of narratives and self-experiences that Black women share on platforms like blogs and YouTube channels. The interest started to grow, and I've realized that most of the literature that explores the socio-cultural implications of Black hair (which encompasses afro, curly, and 'kinky' hair) is U.S based. In Brazil, notions of race and hair are seen in different ways due to socio-historical constructions, but in both contexts, literature points to the high historical and social importance of Black hair to Black people, especially Black women.

The linguistic choices made by Black women about their hair in the narratives uploaded in their blogs are central to the understanding of how they express their feelings and values on the topic and how these feelings are influenced by society. Considering the narratives produced by these two groups of black afro-diasporic women regarding Black hair, my analysis is made through the lens of Critical Discourse Analysis (Fairclough, 2003, 2010), the Appraisal framework (Martin & White, 2005) - which is part of Systemic Functional Linguistics -, social studies regarding hair, race, and gender (Kilomba, 2008; Hooks, 2015; Byrd & Sharps, 2001), as well as narrative studies (Toolan, 2001; Freeman, 2015). These different tools enable me to investigate different narratives not only from a linguistic perspective but also taking into consideration the complexities of being Black, woman, and choosing to wear a natural Black hair in two different societies, always having in mind that language does not happen in a vacuum and that the linguistic choices are influenced by the context they are placed in.

Ongoing Research

I intend to defend my MA thesis in February 2021 and I believe that this research will enrich the discussion on Hair Politics in the Brazilian context. I thus believe that this piece of research will also shed some light on the topic for teachers who work with English at schools and have black girls in their classes, as the hair is a common concern for black girls. To finish, I thank PGI and my dear colleague Leonam in the organization of this issue of the PGINewsletter for the opportunity to share my work. If you have any questions, suggestions or are interested in this topic, please contact me - I will be happy to talk about it with you.

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Lattes: <http://lattes.cnpq.br/3821579624484634>

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Nobody Never Seen Me Cry: Masculinity in My Name, Shall I Tell You My Name? by Christina Reid

Marcos Neto De Cordova

Hello, everyone! I am Marcos and I am currently pursuing an MA in Literature under the supervision of Dr. Alinne Balduino Pires Fernandes. Together, we have been investigating how the construction of masculinity in Northern Irish Drama takes place. The general objective of my current dissertation is twofold: (i) to analyze how the male gender is constituted in the socio-cultural context of Northern Ireland of a specific time in history, post-World War, and the Troubles period, and (ii) to analyze the representation of this construction in the radio play *My Name, Shall I Tell You My Name?*, written by Christina Reid, in 1987. In order to raise discussions concerning the Northern Irish masculinity, I shall adopt theoretical frameworks from Gender and Masculinity Studies, as well as other critical literary theories, which will allow me to reflect upon the mechanisms that construct masculinity, as a means of rethinking different outlooks that subvert traditional standards and conditions of hegemonic masculinity. Moreover, my personal intention regarding my studies is to further academic production in this field by standing alongside scholars who are questioning, through their academic research, the regimes of violence which strongly shape our society.

One of the central ideas put forth in contemporary gender approaches, such as those in masculinity studies is that it denaturalizes the empirical idea of what men and women are supposed to be, dismantling discourses that root gender roles on biological assumptions. The study of masculinity engages in an extensive range of fields of study as it is understood that gender operates at the intersection of other social constructs, such as race and class. In like manner, Connell (2005) says “To understand gender, then we must constantly go beyond gender” (76). Therefore, in order to understand masculinity in the specific context of this study, one is led to investigate the social matrix which constitutes the discourses in question. In the specific case of this research, I intend to examine the ‘ideal’ masculinity that occupies the hegemonic position as the embodiment of the accepted values within Loyalist and Protestant communities in Northern Ireland in the 1980s, which is the historical context of the corpus for this study. *My Name*, although written by Reid in 1987, was first staged at the Dublin Theatre Festival in 1989. The play deals with the shadows of the Great War and conflicts involving Northern Ireland

Ongoing Research

through a grandfather-granddaughter relationship: Andy, a former soldier, who fought in the Battle of the Somme; and Andrea, a progressive young woman trying to make sense of where she came from and who she is becoming. *My Name* could be regarded as a psychological drama, in which characters select their memories to recount particular events or situations, conveying contrasting generational and gendered visions of 1986 Northern Ireland, during The Troubles. The play explores the internal conflicts of individuals amidst the external circumstances, such as the strong polarization of politics and religion existent in Northern Ireland. Structured in duet format, Andy and Andrea reminisce about the same events. They are on opposite sides of the stage, relatively close to one another, yet through their soliloquies, we come to understand that they are not in each other's presence. *My Name* works on the arduous task of finding a piece of common ground between two people who have grown apart but are nevertheless bound by love.

I reckon that my analysis is still very incipient, however, I believe that my future steps are going to provide a more trustworthy perspective over my corpus; my advisor has recently suggested me to consider including all of Christina Reid's plays into my analysis, as a means of conveying a wider picture of Reid's contribution to an understanding of the social-cultural and political relations of the 1980s Northern Ireland. So, I am excited to start expanding my corpus over the next few months.

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Working Memory Capacity and the Practice of EFL

Reading Through Singing: testing the integration of melody and text in memory and its effect on adolescents' vocabulary learning and motivation

Sidnei Werner Woelfer

Hello, my name is Sidnei Werner Woelfer, I am a PhD candidate, member of *Núcleo de Estudos em Leitura (NEL)* and my advisor is Prof. Dr. Lêda Maria Braga Tomitch. Well, before specifically presenting the current status of my research, I would like to briefly talk about the path that led me to it.

I have been fascinated by music since my childhood. I had many singing experiences in elementary school, and later, as a teenager, I participated in festivals and ended up joining a band. Some years later, after obtaining the degree in *Letras Português/Inglês/Espanhol*, I began to teach in my hometown, Taió, Santa Catarina, and concurrently through the language classes I had the opportunity to dedicate time to design and implement musical projects in the schools where I was working, in the Lutheran Church, and in *Casa da Cultura de Taió*. In order to do that, I started studying singing techniques and choir regency in *Oficina de Música de Curitiba* and in other events. The projects included singing classes, choirs, guitar classes and singing festivals. Among the projects is *Grupo Harmonia Vocal*, to which I dedicated seven years of my life. This group was formed by an average of 25 to 35 adolescents that used to present a vast repertoire containing songs sung in several foreign languages. I was always very impressed with the ease that adolescent singers had to learn melodies and texts in those languages. All these experiences made me decide to investigate something I really love, but now with a focus on the effects of singing on adolescent EFL learners' vocabulary learning and motivation. This was the way I found to be loyal to my own life trajectory and mission as an educator, PhD candidate, and appreciator of the art of singing.

My research is based on previous studies which have found associations among the practice of singing and second language acquisition, including vocabulary learning and the development of motivation to learn. Its theoretical framework includes the general hypothesis proposed by Serafine, Crowder and Repp (1984), and Serafine, Davidson, Crowder and Repp (1986) that when one component (i.e. text or melody) is accompanied by the simultaneous presence of the other with which it

Ongoing Research

was originally encoded, its posterior recognition is facilitated.

For these researchers, it can be hypothesized that the dual encoding of verbal and musical information may result in the integration of text and melody in memory for songs. In other terms, it can be asserted that this integration, by allowing access to the verbal information stored in long-term memory (LTM) via an alternative but intertwined route (i.e. melodic route), may possibly facilitate its retrieval.

In what concerns studies on working memory (WM) and working memory capacity (WMC), Cowan (1999), in its *Embedded-Processes Model*, proposes that the physical properties of a given stimulus is one of the key factors that determines the individual's effort to direct attention to it. The researcher claims that the more exciting the stimulation, the higher the possibility that the individual will be focused on the target object of attention. Considering Cowan's (1999) definition on attention as "an enhancement of the processing of some information to the exclusion of other, concurrently available information" (p. 63), it can be predicted that the practice of reading through singing, by possibly enhancing individuals' motivation to learn, may contribute to increase their focus of attention to the target vocabulary being taught. That is, the allocation of attentional resources to the real time processing and maintenance of the linguistic elements considered necessary for effective vocabulary learning to occur may be beneficial to EFL learners.

Finally, the research incorporates theoretical assumptions of the *Comprehensive Model of Affect in the Reading Process* (Mathewson, 1985). According to the model, affective variables, including motivation, directly influence individuals' decision to read, and the decision to read has strong effects on their control over the focus of attention. Motivation, according to Mathewson's framework, is defined as the energizing process that influence readers' attitude to start or to continue reading. Thus, it can be inferred that adolescents who are taught vocabulary through singing in embracing and non-threatening learning environments may tend to more cognitively and affectively get engaged during EFL classes and, possibly, present increased vocabulary learning performance and enhanced motivation to learn.

Considering this summarized theoretical reasoning, the aim of my research is to investigate, in a population of adolescent public-school students, learners of English as a foreign language, possible interplays between WMC, and the effects of the practice of reading through singing on vocabulary learning and on motivation to learn.

Regarding my parallel activities in PPGI, I have concurrently offered some workshops exploring themes which are adjacent to my research, with the aim to obtain EFL teachers' feedback about it.

Ongoing Research



1 - Data Collection - Stage 1



2- Workshop – Letras Students - FURB - Blumenau

It has been an enriching experience.

Besides that, I have been working on the validation of a reading span test for adolescents, speakers of Brazilian Portuguese, in a co-authorship with my advisor, Prof. Lêda, and my dear former PPGI colleague, Davi Alves Oliveira (UNEB). The test is intended to be used as a tool for the obtention of WMC scores in the next stage of data collection, scheduled for the beginning of 2020. It was a sub-study within my research that was conducted in a public school during a three-month period in the last semester.

I will be defending my doctoral dissertation in January 2021 and I do hope to offer some contributions to both, Science and Education. Considering the unprecedented governmental attacks that researchers and teachers have been facing in Brazil. I see that public schools and federal universities, more than ever, must join forces to show their importance to the nation's development.

To end it up, I would like to thank the organizers of the PGI Newsletter for having invited me to share the work done up to now.

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Creative Corner

**BLACK CAT'S GANG
IN SLEEPING IN THE CLASS**

HEY, WAKE UP BLACK CAT! WHAT DID YOU DO LAST NIGHT?

HE ISN'T GOING TO WAKE UP. HE HAS BEEN STUDYING MAGIC SPELLS ALL NIGHT LONG.

OH, MY DRACULA! I FORGOT THAT THE TEST IS GOING TO BE TOMORROW.

SILENCE, PLEASE. IT'S TOO NOISY. BLACK CAT! WAKE UP!

IS IT ALREADY MIDNIGHT?

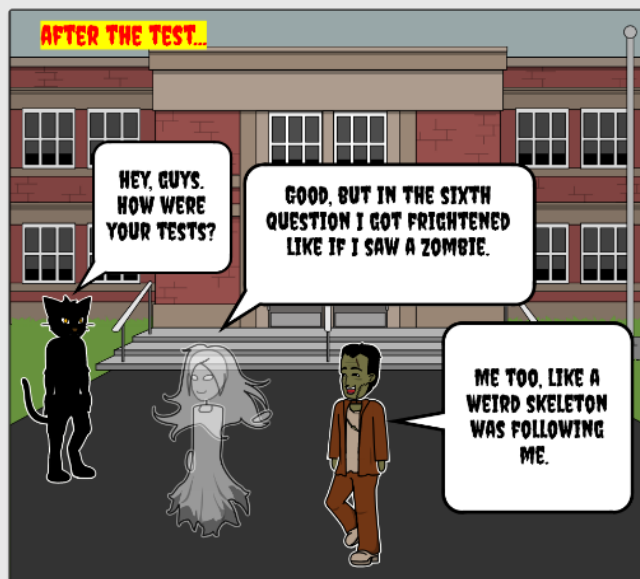
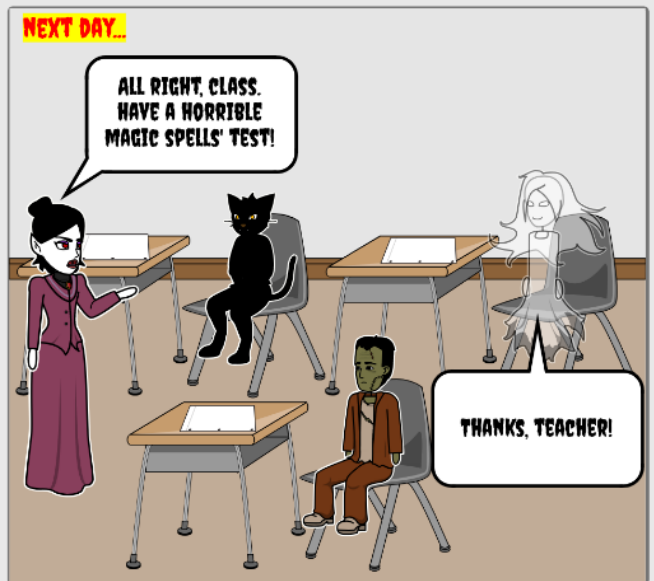
NOT YET. BUT IT WILL BE TERRIBLY DARK FOR YOU.

IF YOU WANT TO SLEEP, GO TO YOUR BOX. BUT NOW, YOU MUST GO TO DIRECTOR JACK-O-LANTERN'S ROOM.

IN DIRECTOR JACK-O-LANTERN'S ROOM...

TRICK OR TREAT?

Creative Corner



Create your own at [Storyboard That](https://www.storyboardthat.com/)

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(<https://pixabay.com/vectors/pumpkin-halloween-cartoon-1640465/>) - clary2014 - License: Free for Most Commercial Use / No Attribution Required / See <https://pixabay.com/service/license/> for what is not allowed

Created by Leonam de Andrade Neves

"Storyboard That" (<https://www.storyboardthat.com/>) is a website which allows you to create a digital storytelling for entertainment, teaching or work. In the example showed above, Black Cat's Gang are characters that I created for the Digital Comics that I am going to use during the Reading tasks in my research. I hope you have enjoyed the reading!

Call for Papers

Revista Ilha do Desterro

Deadline: February 29th, 2020

Qualis: A1

More info:

<https://periodicos.ufsc.br/index.php/desterro/announcement/view/1400>

Cadernos de Estudos Linguísticos

Deadline: March 16th, 2020

Qualis: A1

More Info:

<https://periodicos.sbu.unicamp.br/ojs/index.php/cel/announcement/view/248>

Revista da ANPOLL

Deadline: February 1st, 2020

Qualis: B1

More Info:

<https://revistadaanpoll.emnuvens.com.br/revista/about/submissions#onlineSubmissions>

Revista Linguística

Deadline: April, 2020

Qualis: B1

More Info:

<https://revistas.ufrj.br/index.php/rl/announcement>

Upcoming Events

IV Congresso Ibero-Americano de

Humanidades, Ciências e Educação

Submission Deadline: February 18th, 2020

Place: Universidade do Extremo Sul Catarinense

More info:

<https://www.ciahce2020.eventos.dype.com.br/inscricoes/capa>

10 ICOM International Conference on

Multimodality

Submission Deadline: March 31st, 2020

Place: Pontifical Catholic University of

Valparaíso - Chile

More info:

<https://www.10icom.cl/en/>

XVII CONGRESSO INTERNACIONAL DA

ABRALIC

Submission Deadline: January 24th, 2020

Place: Porto Alegre, RS

More info:

<http://www.abralic.org.br/>

III Congresso Internacional ALES 2020

Submission Deadline: January 31st, 2020

Place: Universidade Federal da Paraíba

More info:

<https://alesufpb2020.wixsite.com/ales2020>